



# AWARENESS OF HUMAN RIGHTS AMONG STUDENTS OF HIGHER SECONDARY SCHOOL OF RAJASTHAN STATE

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## ABSTRACT

Human rights education seeks to provide individuals and learners with the skills necessary to effect social change, respond to the realities of society, and realize a sense of social justice for the underprivileged, marginalized, and weaker segments of society (NHRC 2007).

The researcher has studied the awareness of human rights among students at higher secondary school levels in the context of Rajasthan. A population sample of 400 individuals was selected from the Jaipur district in the state of Rajasthan. It was found that there is not much difference in the awareness of human rights among men and women, because due to the impact of women's empowerment and compliance with government policies, the level of knowledge was found to be good among women. In a 1974 resolution, the UN General Assembly urged all nations to uphold the Geneva Conventions and take the necessary precautions to safeguard women and children during hostilities.

**KEYWORDS:** Human Rights, School, Students, Teachers NEP-2020 and Various Human Rights Dimension

## INTRODUCTION

“Never be afraid to speak up against injustice, deceit, and greed by standing up for honesty, truth, and compassion. The world would alter if individuals everywhere took this action.” — William Faulkner, an American novelist and short story writer who won the Nobel Prize.

The functional definition of rights must include certain aspects. Among them, one is the social claim side which implies that rights originate in the society and hence rights do not exist prior to, above and against the society while another side of rights is the ‘development of personality’ side which implies that rights belong to the individual and these are important elements in the personality development of the individual. In recent years the term human rights is being used more than the term natural rights. This is because the idea of them being natural seems unacceptable today. It is becoming difficult to believe that there are some rules and ideals which have been created by nature or God. There is a greater tendency to see rights as guarantees that humans have discovered or found themselves in order to live a good life.

Education has been vital in waking, educating, and equipping people to carry out various roles in society from the beginning of human civilization. Education is therefore largely seen as a measure of human growth and as a means of helping people live better lives, which in turn causes the desired changes in social, cultural, and economic practices and policies. The recognition, fulfillment, and universalization of human dignity form the conceptual basis of human rights education. Given their high degree of adaptability to the study of positive peace, human rights are most likely to be associated with social, political, and

economic factors that facilitate social cohesiveness and peaceful dispute resolution. Furthermore, The Vienna Declaration (2001) states that governments should work to end illiteracy and focus education on fostering respect for fundamental freedoms and human rights as well as the complete development of the individual. The World Conference on Human Rights demands that all States and organizations incorporate human rights, humanitarian law, democracy, and the rule of law into their official and informal education curriculum.

Human rights education has become increasingly recognized as a human right in and of itself and is an essential component of the right to an education. As stated in the Indian Constitution, understanding one's own and other people's rights and freedoms is seen as a vital instrument to ensure that everyone's rights are respected. The fundamental tenet of human rights education is that it should instill ideals of tolerance and peace in addition to professional training in order to serve greater purposes.

### Human Rights Education:

The goal of human rights education is to shape attitudes and transfer information and skills in order to create a global culture of respect for human rights. Human rights instruction ought to focus on:

- strengthening adherence to basic freedoms and human rights;
- full expression of the human spirit and sense of dignity;
- encouragement of friendship, gender equality, understanding, and tolerance among all peoples, including marginalized indigenous tribes and racial, national, ethnic, and religious communities;
- granting everyone the ability to actively engage in a free

society; and

More UN initiatives are being undertaken to maintain peace (Tiwari 2004).

Human rights education focuses on how a person's personality develops in terms of literacy as well as a society in which everyone lives in dignity with one another, free from discrimination, exploitation, and humiliation. It is acknowledged that the distributional aspects of human development have not been adequately captured by the human development measure. These are averages that hide significant differences in the population as a whole, particularly in disadvantaged groups including sex, race, caste, religion, and disability, which arise from processes of exclusion, discrimination, and inequality. These are averages that hide significant differences in the population as a whole, particularly in disadvantaged groups including sex, race, caste, religion, and disability, which arise from processes of exclusion, discrimination, and inequality. Therefore, the notion is that people ought to be involved in making decisions that affect their lives in a way that fosters creativity and productivity, builds peace, and harmonizes the affairs of a multicultural society free from violence and hatred.

#### Education for Human Rights:

A Movement - Human rights education has grown into a global movement that is diverse and always evolving in response to changes in global society and, to some extent, the expanding understanding and insights of research and development. Human rights education is taught in elementary and secondary schools and is taught in university programs that train teachers for the classroom. It is also known by other names, such as world order studies, multicultural education, conflict resolution, environmental education, and, more recently, alternative dispute resolution and restorative justice education. Each of these strategies addresses a specific collection of issues that are seen to be the root causes of social inequality, hostilities, and war. All of them may also be categorized as "preventive education" since they aim to stop the issues that motivate them from happening in the first place. Most importantly, everyone recognizes that it is meant to be a method to the implementation of a set of societal principles as it is envisioned as education for seeking peace via defending the human rights of the parties involved in disputes. Both peace researchers and activists, as well as human rights scholars and advocates, can agree that violence in all its forms is an assault on human dignity, even though each relates to creating and structuring peace in the sense of social cohesion and the avoidance of the form of violence to which it responds.

#### Human Rights Education Models:

Three distinct models of human rights education are widely used around the world, including in India.

- **Values and Awareness Model:** Drawing on a philosophical-historical framework, this model aims to disseminate "basic knowledge of human rights issues and to foster its integration into public values."
- **Model of Accountability:** The Accountability Model is linked to the political and legal framework around human

rights, which the model's beneficiaries—learners—are already familiar with through their respective occupations.

- **Transformation paradigm:** The psychological and social dimensions of human rights were emphasized in this human rights education paradigm.

This strategy aims to identify violations of human rights while simultaneously avoiding such violations and addressing components of conflict resolution.

#### Need for Human Rights Education in India:

We have adopted a very utilitarian education system in our Indian society. Most Indians consider getting a solid high-paying job as the ultimate goal of schooling. Because of this, parents put unnecessary pressure on their children and teachers to bring exceptional exam results. Schools that promote the number of rank holders and professional college placements have also succumbed to this one-dimensional approach. As a result of this process, education has lost its soul in terms of quality and its ability to develop the potential of each child, foster self-esteem and equip them with the skills necessary to become civilized citizens and human beings. The school education policy made headlines recently. Understandably, this is not the first time that we have discussed the topic in an effort to teach kids in the most beneficial way possible without interfering with their youth. But each time, all we managed to accomplish was add more weight to the suitcases and more books. However, one opinion is that there are no explanations for why even some of the so-called highly educated individuals of today cannot equal the language and mathematics proficiency of a metric pass of the post-Independence era, or why any of them, for that matter, are unable to do so. Why is the kid of a vegetable vendor, seated next to his father at the store, more brilliant than a student at a prestigious public school when it comes to arithmetic computations? The question is, if youngsters cannot realistically use their textual knowledge of so many things in their life, what use is it to them? There is no value in debating whether to keep the "continuous and comprehensive evaluation policy" in place, promote a student, or flunk him in response to a query like that. The learning process and its practical application should be the main focus, not the final product in terms of grades or marks, which are also dependent on the marks at the end. The focus should be on establishing a setting of role plays and real-life scenarios, which will either directly or indirectly need kids to refer to and comprehend a wide range of subject matter. According to the NHRC (2015), there are several more significant human rights problems.

Penalties for Misuse of Security Personnel the National Human Rights Commission recorded 126 fatalities in police custody, 1,673 deaths in judicial detention, and 55 suspected extrajudicial executions in the first nine months of 2023. Torture and extrajudicial killing allegations remained. Human rights violations include discrimination, extrajudicial killings, torture, arbitrary imprisonment, and forced disappearances.

The aforementioned example reflects the nation's school system's deteriorating moral and ethical standards. Given this, it is imperative that students acquire the necessary skills and

strategies to manage the pressures and demands of everyday life. As feelings are an essential part of being human, we cannot disregard our interests and emotions if we wish to receive a holistic education. As a culture, we need to get better at responding to one another's emotions and sensitivity in both words and deeds. In response, our education will demonstrate our humanity and humanness; for example, human rights education will equip us to be decent human beings in the New Millennium (Public Opinion Survey 2012).

#### **Beyond Institutions: Fostering a Human Rights Culture:**

India, a country that is between developed and developing nations, is considered a recently industrialized country (NIC) and has emerged as one of the world's fastest expanding major economies. Even with India's more than six decades of development experience, there are still many more difficulties related to human rights violations, such as poverty, illiteracy, illness, unemployment, pollution of the environment, fighting terrorism, domestic violence, violence against caste and community, corruption, and bad governance. Since its founding, the National Human Rights Commission (NHRC) has received an increasing number of complaints annually. Nonetheless, rising transgressions are regarded as a sign of the nation's developing human rights consciousness. The National Human Rights Commission, for example, has noted:

"Organized violence against members of specific communities or groups has long been a prominent aspect of Indian society. While it happens in many cultures throughout transitions, especially when there are significant changes to the established power structures and social structures, violence often does not target people based just on where they were born within a specific social group. Nonetheless, this is exactly what has characterized violence against particular communities in India. Since independence, the nation has seen a rise in caste and communal violence, and the modernizing processes have not stopped. Rather, they have heightened it to some extent. While caste violence has a longer history and a stronger anchoring, communal violence is a relatively new phenomena that has its roots in the events leading up to partition. It also has the unique quality of being ingrained in the dominant community's social structure, which establishes the standards of behavior between its more affluent sections and the underprivileged portion of society (NHRC, 2004)."

#### **Justification of Problem:**

A rising number of people are realizing that human rights cannot be taught just through formal education in the setting stated above. Therefore, it is felt that civil society organizations should be involved in raising public awareness and educating the public through non-formal education techniques such as audio-video, film, and documentary, painting, and poster drawing. Participants should also be involved in role-playing and mapping areas of communities that are vulnerable to victimization or re-victimization because of factors such as caste, class, gender, poverty, identity, religion, and geography. Recognizing the United Nations Declaration (1998), which states that everyone has a responsibility to spread awareness of fundamental freedoms and human rights both domestically

and globally, as well as the right to do so. That might be used to conflict resolution, social justice, and peacemaking at the local level.

Social workers, ASHA community health workers, and Anganwadi workers might raise awareness of the rights of the people to health care and education at the village level. Women's rights, reproductive health, and children's malnourished rights are a few examples. The District Legal Service Authority and Taluka (Block) can be key players in raising legal knowledge and using ADR to resolve local disputes. The majority of human rights education that bills itself as being committed to "transforming conflicts" has been problem-centered, emphasizing the minimization, avoidance, and abolition of conflict. As a result, it has focused more on research aimed at eradicating conflict's root causes, comprehending its effects, and developing corrective or preventative actions to start the peace process via enrollment.

Therefore, the effective role of other fields is necessary for the awakening of dedication towards human rights. If teachers are emotionally loyal to human rights, only then their behavior will be in accordance with human rights, only then will they be able to fight for the human rights of themselves and others, and will also be able to avoid violation of human rights themselves and will be able to make students aware. Therefore, the basis of the subject matter of the present study is that a good society can certainly be built through study.

For this also, we have to bring awareness through education and think about the decline in rights and concerned human values under the influence of Western people and promote right and proper activities to protect human values according to Indian conditions and this right thinking, right guidance and walking step by step towards building the right society to bring about change is the main objective of realizing the vision of self-reliant India. Therefore, after the above-mentioned research studies, the researcher thought that the present research study is relevant in today's context.

#### **Statement of the Problem:**

"Awareness of Human Rights among Students of Higher Secondary School of Rajasthan State."

#### **Objectives of Present Research Study:**

1. To study the awareness of human rights among teachers and students at higher secondary school level in the following contexts-
  - (i) Civil rights (ii) Political rights. (iii) Economic rights (iv) Social rights (v) Cultural rights.
2. To study the awareness of human rights among students on the basis of gender.

### Hypotheses of the Present Research

The null hypothesis has been used by the researcher to complete the task of the research management presented by him.

**Hypotheses have been formulated to analyze the level of awareness of human rights among students on the basis of gender.**

**Main Hypothesis:** There is no significant difference in the awareness of human rights among the female and male students at higher secondary level.

**Sub-hypotheses based on different dimensions (Civil Rights, Political Rights, Economic Rights, Social Rights, Culture Rights)**

1. There is no significant difference in the awareness of 'civil rights' among the female and male students at higher secondary level.
2. There is no significant difference in the awareness of 'political rights' among the female and male students at higher secondary level.
3. There is no significant difference in the awareness of 'economic rights' among the female and male students at higher secondary level.
4. There is no significant difference in awareness of 'social rights' among the female and male students at higher secondary level.
5. There is no significant difference in awareness of 'cultural rights' among the female and male students at higher secondary level.

**Function definition of terms used in research: The following terms have been used by the researcher in research:**

**Higher Secondary Level:** In the present research study, the meaning of Higher Secondary level has been given to the 11th, 12th class under the current education scheme.

**Private School** means those schools which are run by an individual, trust, registered society or class.

**Teacher:** According to the Directorate of Education, a teacher should have a valid degree of graduation, post-graduation, and B.Ed. issued by a university established by law and a qualification determined on the basis of NCTE norms from time to time.

**Awareness:** Awareness refers to knowledge about human rights. Values: Values are ideal states and standards that are adopted by most people in a society or society.

**Human Rights:** Human rights are the fundamental rights and freedoms that every person in the world has a right to and these values are defined by law.

The research study presents here the terms human rights as used in the five areas of human rights namely civil, social, economic, cultural and political. It is conceptualized in terms of five components.

### Limitation of Research Study:

The delimits of the research study are as follows:

1. In the present research study, students of private higher secondary level of Jaipur district were interviewed as an integrated sample for their human rights awareness.
2. Hindi medium students have been taken in the research study.
3. Private schools of Jaipur district have been taken up in the present research study.
4. Under the student's category, the students (Male students / Female students) they study in the category on stream were selected of Arts / Science had been taken for research study in an integrated manner.
5. In this research study, the data collection as sample was restricted to schools located in urban areas only.

### The Method Used in the Here Research:

In the present research study, survey method has been used. In the present study, the researcher used a descriptive method to conduct this research.

### Area of Study in the Present Research:

To find out the awareness towards human rights and in Jaipur district of Rajasthan state has been chosen as the study area, because it is my place of residence, and collection of data is also equally convenient here.

### Variables of Research Study:

1. Independent variable: The school Students of the different faculty are all independent variables.
2. Dependent Variables: Awareness of human rights and human values is the dependent variable in this research study.

### Sources of Data

The main study has been done on students studying in Science/Commerce/Arts stream of 11th and 12th level of higher secondary school for which the sample mentioned below has been used. Only private schools have been selected for data collection for the study in the context of various dimensions of human rights. In this study, only students of Arts, Commerce and Science streams have been taken together and both facts have been studied. Hence, in the present study, primary sources (students and secondary sources (records, reports, and books of government and non-government organizations) have been used only in the first and second chapters.

### Population

The population of the research study is the students and teachers of private higher secondary schools of Jaipur district of Rajasthan state.

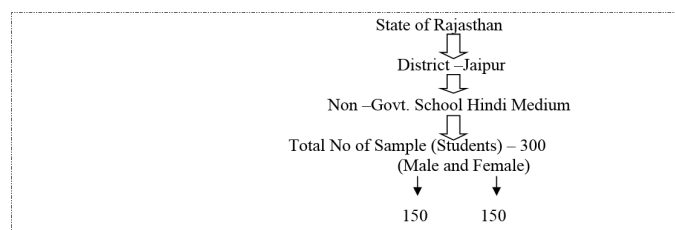
### Samples of the Present Research Study:

In the present research study of higher secondary schools in Jaipur district. The random sampling method has been chosen for selecting students.

The population of the study are the students studying in 11th and 12th standard in the faculties of Arts, Science & Commerce



and its teachers of private higher secondary schools of Jaipur District of Rajasthan. Sample sizes comprises of male and female students each 150. Accordingly samples has been chosen and is mentioned in the below table.



**Table 1: Explanation of the samples taken in the their research study**

### Tools for Compilation of Informations

Self Constructed Test (Human Rights Awareness Questionnaire)

No.	Area	Rank No.	Total Rank
1	Civil Rights	1,2,3,4,5,6,7,8,9	9
2	Political Rights	10,11,12,13,14,15,16,17,18,19,20,21,22	13
3	Economic Rights	23,24,25,26,27,28,29,30	8
4	Social Rights	31,32,33,34,35,36,37,38,39,40,41,42	12
5	Cultural Rights	43,44,45,46,47,48	6
Total			48

**Table 2: The picture of the questionnaire related to human rights different dimension**

### Statistics Used in The Present Research Study:

In the accessible research work, the researcher has used the following statistical methods which are as follows -1. Mean 2. Standard Deviation 3. 't' test 4. Degree of Freedom 5. Percentage 6. Graphs.

### Conclusion and Finding based on Interpretation:

(Study of awareness of human rights in students)

Study of students' awareness of human rights on the basis of gender differences.

**Main Hypothesis:** There is no significant difference in the awareness of human rights among the female and male students at higher secondary level.

Sub-hypotheses based on different dimensions (Civil Rights, Political rights, Economic Rights, Social Rights, Culture Rights)

**1. Hypothesis: There is no significant difference in awareness of 'civil rights' among the female and male students at higher secondary level.**

- Hypothesis:** There is no discernible difference in male and female pupils' understanding of "civil rights" at the upper secondary level. Therefore, the hypothesis mentioned above is disproved. Thus, it may be concluded that groups of male and female students do not have the same level of understanding regarding "civil rights." Girls are developing themselves by supporting feminism and

the successful state government initiatives, including the following ones, as a result of the increased educational attainment of girls today: women There are several causes for this discrepancy, but empowerment, women's policies, and programs of this like have raised the degree of awareness regarding both theoretical and practical security measures. Both student groups lack the same awareness of human rights that are connected to "civil rights" because of their decreased interest in learning about equality, liberty, and fraternity.

**2. Hypothesis: There is no significant difference in the awareness of "political rights" among the female and male students at higher secondary level.**

- Hypothesis:** At the upper secondary level, there is no discernible difference in the knowledge of "political rights" between male and female pupils. Therefore, the hypothesis mentioned above is disproved. Based on the data analysis, it can be concluded that there are differences in political rights between male and female student groups and that students' decision-making authority varies depending on their independence. Since women's empowerment and the constitutional legal treatment they receive have grown at a faster rate than the proportion of the population, women's reservation policies in politics are set at 33% in order to increase representation. Nonetheless, unequal communication methods have been linked to females' disproportionate awareness and lack of interest. Therefore, the problem at hand is not women's development but rather women's development led by women. One may argue that there is unequal knowledge of political rights and human rights among groups of female students and male students.

**3. Hypothesis: There is no significant difference in the awareness of "economic rights" among the female and male students at higher secondary level.**

- Hypothesis:** There is no discernible difference in the knowledge of "economic rights" between male and female students enrolled in upper secondary education. Therefore, the hypothesis mentioned above is disproved. We can draw the conclusion that male and female students do not have the same level of understanding regarding "economic rights." Because of the rising interest in work among girls, the role played by government policies in promoting women's empowerment, the organization of women for specialized training and skill development, and the support given to land ownership in order to support women in the workforce, it can be concluded that students and student groups have differing levels of awareness regarding the economic rights that are related to human rights. Therefore, there may be other reasons for difference in awareness of this right in both groups.

**4. Hypothesis: There is no significant difference in the awareness of "social rights" among the female and male students at higher secondary level.**

- Hypothesis:** At the upper secondary level, there is no discernible difference in the knowledge of "social rights" between male and female pupils. Therefore, the hypothesis

mentioned above is disproved. In summary, it can be stated that there may be differences in students' interest in cultural and religious education, which might account for the differences in "social rights" knowledge between male and female student groups. Additionally, there should be a specific focus on protecting women's rights within the framework of raising social consciousness and educating people about exploitation and constitutional remedies. Due to unequal application of the social analysis curricular idea and the manner of communication of human rights, differential understanding of human rights connected to "social rights" has been discovered in both male and female student groups.

**5. Hypothesis: There is no significant difference in the awareness of 'cultural rights' among the female and male students at higher secondary level.**

- **Hypothesis:** There is no discernible difference in male and female pupils' understanding of "cultural rights" at the upper secondary level. Therefore, the hypothesis mentioned above is disproved. Therefore, it may be concluded that there are differences in the knowledge of "cultural rights" between the student groups that comprise males and females. Activities at schools and colleges are held in these spaces since they are designated as educational and cultural centers where cultural platforms are constructed. More specifically, this discrepancy may have been caused by female students' greater interest in cultural activities. As a result, it may be concluded that groups of male and female students have different levels of awareness of cultural rights that are connected to human rights.

**Major Finding:**

Consequently, the following can be stated as the primary conclusion about knowledge of all these rights: Additionally, the average score for all civil rights, political rights, economic rights, social rights, and cultural rights is noted. Among male and female students, knowledge of cultural rights is the lowest, while awareness of social rights is greater than other rights.

**Implications of the Current Research For Educational:**

All investigators' inquiry work is not deemed noteworthy or beneficial unless it contributes to the nation's and society's educational construction. The study's conclusions, which are summarized below, have educational value. Points can be used to describe it:

- In terms of students.
- In terms of teachers.
- In terms of parents
- From the point of view of college administration.
- From the point of view of society.
- From the view of Human Rights Commission.
- Useful in making the best citizens.
- From the point of view of educational policy makers
- View of the researcher

**Recommendations for Further Research:**

Maintaining a commitment to human rights requires learning to modify one's behavior to uphold dignity and human rights.

In order to raise awareness about human rights, human rights awareness programs should be organized at every higher secondary school level. The curriculum for human rights should also be studied and taught in order to raise awareness about human rights. Additionally, human rights education at all other school levels, including primary, secondary, and higher secondary, as well as at college and university, should be made mandatory. Finally, colleges should occasionally screen a short film about human rights.

At every level of education is possible due to the development and can also be done on a group of poisonous judgments and other suggestion as follow:

1. This study has been done on the students studying at the higher secondary school level and teachers at District Jaipur in Rajasthan and it can be done at primary schools and secondary schools and also at university level students and teachers.
2. Only one group has been made on students. In this, the total sample size taken is 300 students. This study can be done on more students and teachers.
3. This study has been done only on non-government higher secondary schools. This study can also be done separately on the students and teachers of government higher secondary schools.
4. This study has been done on the developmental values of human beings like civil rights, political rights, social rights, cultural rights, and it can also be done as a comparative study on other values of society.
5. In the study, awareness of the knowledge and ideas and understanding of students has been studied and this study can also be done by the head of society and family and School teachers. And awareness of the views and understanding of other members can also be done as a comparative study.
6. This study has been done on students studying at higher secondary school level and this study can be done in primary level schools on teachers.
7. This study has been done on students of higher secondary schools in the same state of India. This study can also be done on teachers and students of higher secondary school in other states.
8. This study can also be done in geographical context from all over Rajasthan and other states.
9. This study can be done only for non-government higher secondary level students and this study can be done on government and non-government college level students and teachers too. And these studies have been done on education groups.
10. The study has been done for 11th and 12th standard and it can also be done at secondary level. This study can also be done on social and family basis.
11. This study has been done on the students studying at higher secondary level of district jaipur and in this context, this research can also be done on university and college and university level students and teaching teachers located in this district.

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